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ABSTRACT

A program titled "A World of Difference" (AWOD), designed to reduce racial, ethnic, and religious prejudice and discrimination, is incorporated into teacher education classes at California State University (Los Angeles). AWOD is a school-, community-, and media-based program, originally introduced in 1985, The program includes lessons on American beliefs and values, prejudice, stereotyping, discrimination, scapegoating, and racism. Each community that adopts AWOD develops its own local educational materials. The AWOD elementary and secondary classroom curriculum developed for multicultural communities in southern California provides strategies to reduce intergroup tensions and prejudice and enhance self-esteem. Activities and strategies in the lessons help develop students' cognitive sophistication. The paper presents several examples of AWOD lessons incorporated into the syllabi of certain methods courses, noting that teachers need techniques to enable every child to achieve maximally at a time when population projections define a future markedly different from the present. The examples come from science, foreign language/English as a Second Language, mathematics, English, art, and social studies; and from general credentialing courses such as instructional strategies and classroom management. (SM)

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MAKING "A WORLD OF DIFFERENCE" IN TEACHER EDUCATION

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In today's world, with continually changing demographics, the brand new teacher is rarely prepared to deal with the culturally diverse student populations in an increasing number of classrooms. A lack of training in multicultural education or human relations and little cultural awareness of the backgrounds of their students, leaves many novitiate teachers at a loss. Since most new teachers from all ethnic groups have never had the opportunity to raise their levels of cultural awareness, they often teach their subjects with no understanding of why some of their students simply cannot relate to the lesson.

Currently, most new teachers are well versed in their subject areas and in teaching methodology including courses which provide a brief overview of psychological and social "foundations." A decade ago the American Association of Colleges for Teacher Education established essential baselines for pre-service courses in multicultural education. (Klassen and Gollnick, 1977; Laosa, 1974). Today, however, most teacher education training programs do not require and do not incorporate in their existing licensing/credentialling coursework, much, if any, material dealing with multicultural education or human relations. Yet the need has only increased.

Teachers who are being prepared to play a decisive role in the lives of an increasingly diverse student population must develop competencies in multicultural education in order to be effective. Although a universally agreed upon set of competencies has not yet emerged from the fields of multicultural education and intercultural communication, it is evident that they will include both cognitive and affective instructional strategies. Authorities in the field agree, however, that the most effective teaching competencies are those which will best develop in the student the affective skills and attitudes of mind needed for effective functioning in a multicultural environment. (Pusch, 1981)

In the most recent set of standards required for teacher training institutions (1988) which have been developed by the California Commission on Teacher Credentialling, the agency responsible for accrediting teacher training programs in the state, a strand dealing with multicultural education is incorporated throughout. This has prompted teacher educators all over California to reevaluate their programs with an eye to including multicultural education and human relations in the teacher training process. In the Southern California area, which has one of the most culturally diverse populations in the world, instructors are beginning to include new materials, perspectives and instructional strategies in their classes so that student teachers will be provided with the training and knowledge they need to teach and work with their culturally diverse students.

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APPROACHES AND SKILLS

Many approaches have been taken in attempting to determine which teaching competencies are necessary in multicultural education. They range from the personality and skills required of the individual teacher to the students themselves - their characteristics and competencies desired as a result of the teaching. Recognizing that there is little one can do about the personality of a prospective teacher, it is possible, however, to incorporate affective and pedagogical skills in teacher education programs as well as processes for learning more about the student population.

The affective skills require, in most cases, responses to other people and to new and different experiences. (Gudykunst, 1977; Bochner, 1973). Acquiring an open-mindedness toward new ideas and experiences, empathy toward people from other cultures and relationship-building skills can be developed through the use of teaching strategies such as cooperative learning and role-play techniques. Providing students/teachers with experiential activities gives them the opportunity to develop the desired perspective.

Pedagogical skills require the teacher to be able to perform certain tasks related to the curriculum in guiding the students towards acquisition of knowledge and the development of appropriate attitudes and skills. In order to assist the students in the acquisition of knowledge the teacher must be well versed in the content and the philosophy of the curriculum, resources appropriate to the multicultural classroom, and the dynamics necessary in a classroom for successful instruction in multicultural education. The development of appropriate student attitudes towards cultural diversity and increasing their self awareness is more effectively attained by a teacher who has appropriate attitudes and a heightened level of awareness as well as a sense of security about teaching cultural diversity. Teachers also need skills in acquiring, evaluating, adapting and developing multicultural curriculum materials in addition to training in cross-cultural interaction and multi-ethnic instructional strategies. (Gay, 1977; Baptiste, 1977; Banks, 1984).

Knowledge of the student population is essential to planning the infusion of the human relations and multicultural education material into classroom lessons. When planning the curriculum, teachers must take into consideration that students may not only be racially, ethnically and or religiously diverse by that they may have linguistic differences as well. (Condon and Yousef, 1975; Saville-Troike, 1973).

It is hoped that teachers will be able to demonstrate the same skills as the students they are teaching. Included in the areas of intercultural learning which have been identified by Seelye (1974) as those which teachers should teach their students are the understanding of social variables, societal options and conventional behavior in common situations; an awareness of culturally conditioned images; the ability to evaluate statements about a culture; the development of intellectual curiosity and empathy toward other cultures.

A WORLD OF DIFFERENCE

This paper will focus on how one program - A WORLD OF DIFFERENCE (AWOD) - which is designed to reduce racial, ethnic, and religious prejudice and discrimination is being

incorporated in teacher education classes at California State University, Los Angeles. Developed several years ago in Boston, AWOD is a comprehensive prejudice reduction program designed to reduce racial, ethnic, and religious prejudice and discrimination. The materials used nationally include lessons on (1) American Beliefs and Values which highlight the major principles of American Society and illustrate that prejudice, stereotyping, discrimination, scapegoating, and racism are antithetical to these basic American beliefs and values; (2) Prejudice; Stereotyping, and Discrimination which is concerned with those forms of prejudiced behavior that are primarily expressed in ways other than actual physical violence; and (3) Scapegoating and Racism which is concerned with the more extreme forms of prejudiced behavior - those expressed as violence and aggression.

In addition, each community throughout the United States which have adopted the AWOD program has developed its own local educational materials. The AWOD elementary and secondary classroom curriculum (consisting or more that 40 lessons) developed for the multicultural communities of Southern California provides strategies to reduce intergroup tensions and prejudice. For the teacher who sees a need to deal with prejudice awareness and reduction, the unit is a step-by-step resource. For the teacher who includes prejudice awareness and reduction in an ongoing curriculum, the unit or the self-contained lessons will serve as a resource.

The activities and strategies included in the lessons are designed to develop the student's cognitive sophistication - the ability to think critically and analytically; to help the student to distinguish between fact and fiction - distinguish between generalization and stereotyping; to assist the student in learning how to deal with differences and cultural variations - with the cumulative effects of prejudice and discrimination; to become personally involved in the lesson.

At California State University in Los Angeles, materials, both print and media, that have been developed for A WORLD OF DIFFERENCE are being incorporated in a variety of teacher training classes ranging from the subject area methods courses to the course in sociological foundations of education. Once the AWOD materials have been included in the course syllabi, many instructors have added other materials which provide additional insights into the understanding of other cultures and the reduction of prejudice.

TEACHER TRAINING: California State University, Los Angeles

California State University, Los Angeles has one of the most ethnically diverse student populations in the United States. The CSULA School of Education is the largest producer of credentialed teachers in the state of California, the second largest in the nation. Situated in Los Angeles county, the university as developed strong ties with many of the school districts in the area, in particular with the Los Angeles Unified School District. The infusion of multicultural training and materials in the teacher education classes were prompted in part by our own student population, joint training programs and internships with various school districts and the new CTC standards.

TEACHER TRAINING: Sensitive Issues

Discussions dealing with the raising of sensitive issues are included in the teacher training classes since many of the AWOD lessons treat sensitive subject matter. It is recognized that classroom discussions about prejudice and discrimination are sometimes "difficult" to conduct. For this reason, university instructors who incorporate AWOD materials teach their prospective teachers to take steps to protect the sensitivity of their students and to maximize the positive potential in teaching anti-prejudice materials: 1) They are asked to clarify their own perceptions, feelings, and attitudes about ethnic groups being considered and to personally confront each sensitive issue before expecting their students to do so. 2) Only after working through their own feelings and deciding that they can positively approach the issues should the teachers introduce them in the classrooms. If teachers personally encounter conflicting or negative feelings, they must work through them or choose not to pursue them with the class. 3) Teachers are asked to approach the teaching of sensitive issues gradually and begin with less sensitive content and proceed as the class matures. It is perfectly appropriate to have a discussion about the difficulty of handling controversial or emotionally sensitive issues. 4) They are taught to ask students to establish some ground rules for handling emotionally sensitive issues as well as establishing a norm of mutual respect and tolerance which allows differing opinions.

TEACHER TRAINING: Credential Courses

In the past, lessons dealing with multicultural education, racism and prejudice were only taught in the social studies classes. in recent years, however, with the dramatic demographic changes in our schools and communities, it has become evident that all teachers have a central role to play in closing the credibility gap between democratic ideals and social reality. (Lynch, 1987).

The AWOD materials developed for Southern California (ADL, 1989) can be incorporated into many subject areas in both the elementary and secondary schools. In order to assist subject area teachers in adapting their course curriculum, the AWOD lessons have been aligned to the Model Curriculum Standards and the Instructional Frameworks for both Social Studies and English/Language Arts which have been developed by the California State Department of Education. This allows the teachers to include AWOD lessons at appropriate times in the curriculum and meets many of the state requirements for the courses.

METHODS COURSES:

University instructors of the methods courses select particular lessons and strategies from the AWOD materials which can be effectively used in their subject area. Most of the lessons have been successfully used as demonstrations with the idea of increasing the awareness level of the student teachers and providing them with examples of how sensitive issues in human relations and in multicultural education can be addressed in the classroom. The following are examples of AWOD lessons which have been incorporated into the course syllabi of some of the methods courses.

SCIENCE and FOREIGN LANGUAGE/ENGLISH AS A SECOND LANGUAGE
Lesson: "Just Like a Peanut"

With real peanuts for each student to use for comparison, the lesson "Just Like a Peanut" teaches the students that although the exterior of the peanuts are different, the nut found inside usually tastes the same. This leads to a discussion about how people are like peanuts. Students in a science class are asked to use their senses to feel, smell, listen, see and taste in order to determine the differences and similarities of their peanuts. This lesson can be effectively used to lead into the study of other types of plant life. In a language class, the various adjectives of comparison are emphasized for both the peanuts and people.

MATHEMATICS:
Lesson: "Black Boy"

This lesson is designed to show the economic deprivation which can result from racial prejudice and discrimination. In a basic math or geometry class, students are asked to solve a geometric puzzle which requires them to connect nine dots with four straight lines without lifting their pencils or retracing any lines. Most students are unable to do so because they refuse to go outside the "box" formed by the nine dots. This is the basis for a discussion about how stereotyping can box you in and prevent you from seeing people as they really are. The reading "Black Boy" provides the background for a mathematical comparison of the job opportunities for different racial groups past and present.

ENGLISH:
Lesson: "Immigrant Letter Home"

After reading two letters written by immigrants to the United States, one written in the early 1900's by an immigrant from Europe and one written in the 1980's by a refugee from Vietnam, students are asked to compare them then to write their own letters about how they would feel if they were to move to another country.

ART
Lesson: "Self-Collage/Ethnic Collage"

Students are asked to cut photos/pictures from magazines which represents their interests and gives a true perspective of who they are. The pictures/photos are then pasted on construction paper in the form of a collage. After completing the "self-collage", the students are asked to develop an "ethnic collage" which will include the ethnicity of the entire class. They may use photos or pictures which they draw.

SOCIAL STUDIES:
Lesson: "Create a Just Not a Monstrous Society"

This lesson provides the opportunity for students to discover that there is an opposite action/society that is appropriate. They are first asked to form small groups in order to design a society that is "monstrous." Readings on the Nuremberg Trials and apartheid are discussed. Then they are instructed to exchange the "monstrous" society to a "just" one.

GENERAL CREDENTIAL COURSES:

Since multicultural education and human relations lessons would ideally be found in all subject areas and should be an underlying factor for all teachers classroom planning, many of A WORLD OF DIFFERENCE materials have been included in general credential courses such as the following:

INSTRUCTIONAL STRATEGIES:
Lesson: "Language Issues"

Students view videotapes of portions of foreign language television shows. They are asked to determine what was being discussed, how much they understood and how they were able to do so. In small groups, they are asked to discuss their levels of frustration - How did they feel about not being able to understand all that was being discussed? What were their feelings about themselves; towards the speakers on the telecast? The students are then asked to consider other students who are not speakers of English and think about what types of frustrations and difficulties they have as new residents of the U.S. This lesson is especially effective with student teachers who will be dealing with large numbers of limited English proficient students in their classes.

CLASSROOM MANAGEMENT"
Lesson: "Scenarios: Resolving Conflicts"

Situations involving cultural and social conflicts are used as a basis of discussion. In groups, students develop the scenarios into role plays with alternative options for resolution of the conflict. This lesson blends well with the human relations factors implicit in a course designed to provide new teachers with the skills needed to effectively manage their classrooms and establish an environment conducive to learning.

SOCIOLOGICAL FOUNDATIONS"
Lesson: "Designing our Own Community"

When students arrive in the classroom, they are given different slips of colored paper. They are told that they will be treated according to their "color". The classroom is divided into a community with a river, mountains, the ocean, a railroad, etc. When the students are given the opportunity to select there location for building a house, the students with the purple slips get to choose first, each of the other color groups then have an opportunity with the largest group last (by that time, of course, the best locations are gone). When it comes time to decide where the library, parks, banks garbage dump, sewage plant, etc. will be located, the purple group gets to vote first and has more than one vote pe person, the largest group doesn't have the same voting rights. Other activities lead to discussion about the equity in communities and what can be done to encourage change.

CONCLUSION:

If we want to improve racial and ethnic harmony in our nation, multicultural and anti-racism education is imperative. Without this type of instruction our schools will not reach the American democratic ideal of pluralism...and the inherent justice of defending minority rights. The heritage of all our citizens - European-American, Black Americans,

Asian American, and others whose concerns and contributions have been consistently treated as marginal both by society ar large and by our educational system must be address (Caldwell, 1989).

Teachers need techniques to ensure that every child achieves to his or her full capacity especially at a time when population projections define a world markedly different from the present. Eight-three percent of tomorrow's workforce, according to the Population Reference Bureau (1985), will be composed of people of color, immigrants or women. Our nation's economic well being is dependent on ensuring that every child - including those with whom the schools have had the least success in the past - achieve sufficiently to be effective in the work place.

Only by incorporating human relations training and multicultural education in teacher training programs throughout the United States will be able to ensure that our new teachers can provide their students with the attitudes and skills that they will need to successfully in our changing world. The understanding and acceptance of cultural diversity as a positive thing...the realization that our unique differences are a wonderful strength need to be reinforced within the classroom so that each child will learn to respect and appreciate our world of difference.

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